

Evidenced Bases Practices Across the School Years: One Child's Journey



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"If a child can't learn the way we teach, Maybe
we should teach in the way they learn"

-Ignacio Estrada

Expected Outcomes

- ❖ A vision of Evidence Based Practices (EBPs) from diagnosis to graduation.
- ❖ A picture of individualized supports and strategies to assist a student with ASD across all environments.
- ❖ An understanding of the key roles of all involved, family, professionals and student, that will lead to self-determination, independence and successful transition from school to adult life.

ASD Basics: Red Flags

Birth to 9 months

- Infrequently looks to others' faces
- Gaze aversion
- Poor eye contact
- Decreased social smiling
- Absent facial expression
- Poor emotional modulation
- Delayed babbling
- Infrequent Vocalizations
- Abnormal pattern of focus or attention

11-94
No eye contact
or
response to name

ASD Basics: Red Flags

9 to 12 months

- Decreased orienting to name
- Hears environmental sounds better than human voice
- Decreased monitoring of others' face
- Inability to follow a point
- Abnormalities in arousal to stimuli
- Infrequent babbling

11-95
Turns in circles.
Puts stuff in mouth

ASD Basics: Red Flags

12-18 months

- Lack of or rare pointing or sharing
- Delayed speech
- Repetitive or perseverative play with objects
- Does not wave bye bye
- Limited or scripted pretend play
- Lack of imitation
- Reduced variety of play acts
- Early signs of developmental regression

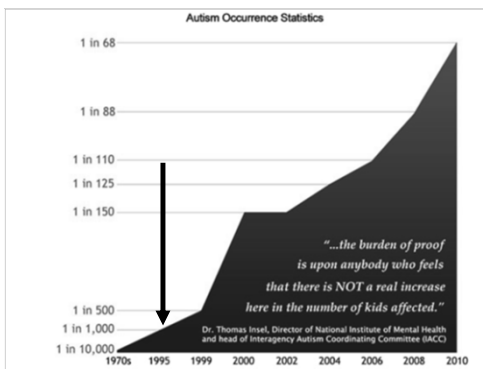
Only pushes "I"
on the keyboard
Presentation
still no response
to name



Ethan's Journey using EBP

- Diagnosed after his 2nd Birthday (1996)
- Diagnosis made by a Psychiatrist through FNRC
- The intake and diagnostic process took almost 4 months
- Interventions started around his 3rd Birthday

7



Ethan's Diagnosis 1996: About 1 in 1,000 diagnosis, it's on the rise but little consistent programming available

8

Evidenced Based Practices (EBP)

THEN

- Ethan's 1996 DSM IV diagnoses was "Autistic Disorder"
- Lovass only EBP
 - Not widely used
- Many interventions
 - Only anecdotal support for practices
- Most educators not trained in ASD

NOW



- CDC (2014) rate of ASD
 - 1 in 66
- DSM 5 (2013) Revised Diagnosis to ASD
- 2 Nationally vetted sources of EBP's
- ASD training embedded in credentialing programs

9

Getting Started:

Ethan's First Interventions/EBP's included:

- Antecedent Based Intervention (ABI)
- Picture Exchange Communication System (PECS)


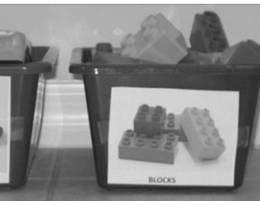
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Antecedent-Based Interventions (ABI)

Used at home with Ethan prior to school:

- **Arranging the environment:**
 - Clear boundaries, using pictures and labels
- **Structured schedule/routine:**
 - Consistent routine, individually designed schedules, and structured transitions
- **Pre-activity interventions/warnings:**
 - First and Then picture schedules
 - Visual cue for schedule changes
- **Structuring time/predictability:**
 - Predictable daily or weekly activities.

K11








- Portable
- Useful in across environments
- Ensures consistency
- Reduces Clutter
- Organizes environment
- Start with non-preferred activity followed by preferred activity

K12

I want






PECS

- Ethan used PECS up to age 5
- PECS was faded as spontaneous speech developed
- He put 2 words together by age 4
 - Still very difficult to understand
 - Not always situational appropriate

13

Selecting EBP's to transition from a home to school requires a look at the big picture. Ask, will this work at...



14

Ethan Starts School in an Inclusive Preschool Using EBPS

- ABI, PECS and Prompting were transferred to the school
- ST and OT services were provided in class
- Behaviorist met teacher and went over the home based interventions
- Monthly Team meetings scheduled to review progress and discuss new interventions



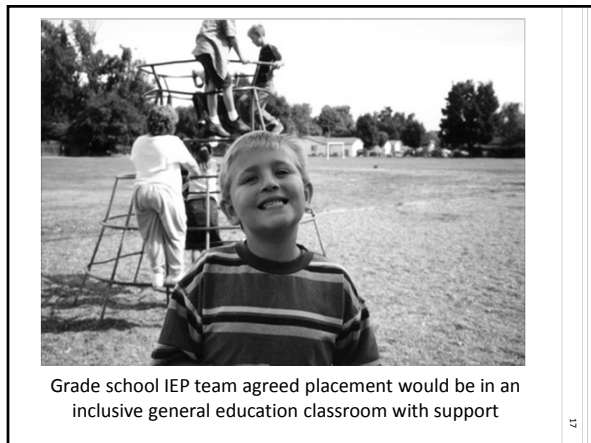

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- Prompting with hand over hand fading as skills were acquired.
- PECS infused in the classroom, and peers were taught to be communicative partners.
- Visual Support of First/Then schedule used by the whole class



By the end of the year he was dancing with the girls!

16



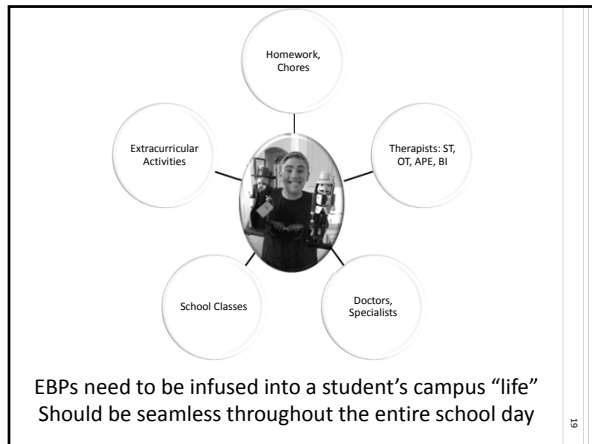
Grade school IEP team agreed placement would be in an inclusive general education classroom with support

17

Using EBP in an Inclusive Setting: Things to Remember

- No “cookie cutter” way to educate children with ASD
- Children with ASD need:
 - More explicit instruction
 - More opportunities to practice skills
 - Planned instruction to facilitate generalization of skills
- EBPs are just good teaching and can work for everyone!

18




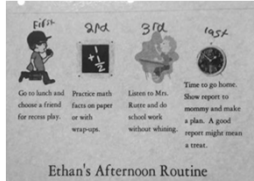
- ### EBPs Across Ethan's School Years
- Antecedent Based Interventions (ABI)
 - Visual Support (VS)
 - Self Management (SM)
 - Peer Mediated Instruction and Intervention (PMII)
 - Social Narratives (SN)
 - Structured Play Groups (SPG)
 - Video Modeling (VM)

- ### Visual Supports used with Ethan:
- Written schedules
 - Visual rules
 - Visual process for sequencing
 - Diagrams, organizers
 - Checklists
 - Timers and audio alerts

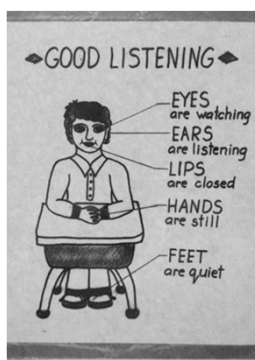
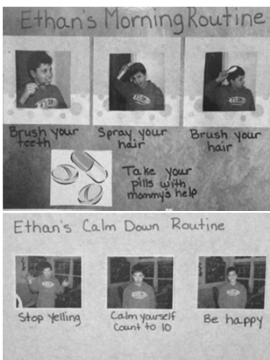
Visual Supports at School

Targeted skills/behaviors for Ethan


- Task engagement increasing independence.
- Independent performance within all environments, improving generalization.
- Transitions across activities.

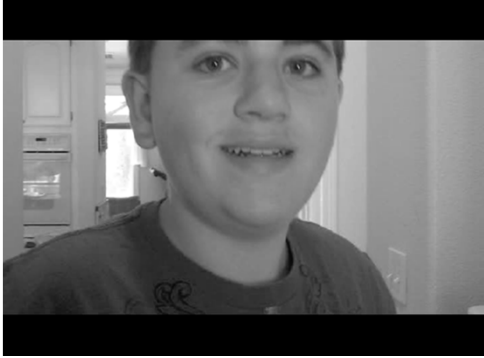
Visual Supports: Home / School

Visual Supports: Sequencing

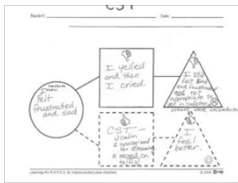


Visual Supports: 10th grade



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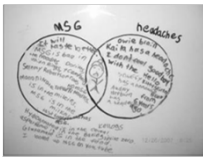
EBP: Self-Management



Behavioral issues in the classroom



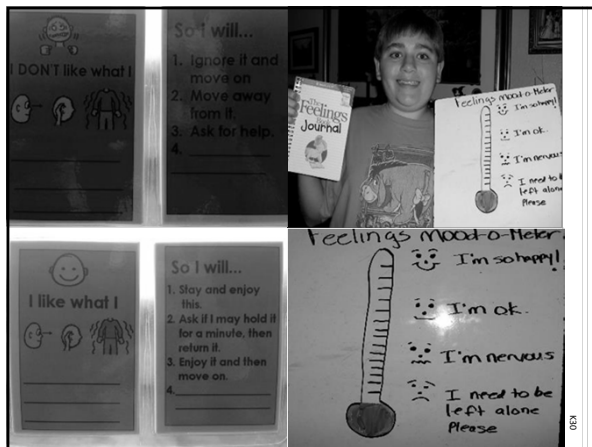
Motor Breaks were built into his IEP



Understanding dietary restrictions




K29



K30


Self Management Strategies for Ethan:

- ✓ Choices were limited
- ✓ Timers were used to indicate duration of activities
- ✓ Activities were in the same sequence each day
- ✓ Peers and staff paused while waiting for a verbal response
- ✓ Natural breaks were built into his day



Using PMII to Promote Inclusion

- Ability Awareness activities were done annually
- The “Peer Buddy” system was used in all classes
 - Peers were taught to approach a positive action with another positive action (positive reinforcement from peers).
- Ethan learned from his peers to:
 - Respond to others
 - Interact with others in group activities
 - Share and work together
- Built a school community that included all children, Ethan and his Inclusion Assistant were not isolated.









Ethan's High School Lunch Bunch!

The Culmination of Years of Friendship Building

- Facilitated by the Autism Consultant with ST
- Collaboration with the Leadership Teacher
- Occurred weekly in a specific location and time
- Weekly themes and lessons were coordinated by the ST
- Themes focused on social, communication, behavior, life skills

- Conversation Checklist
- ☐ Joins conversation at the right time and on-topic.
 - ☐ Uses appropriate eye contact.
 - ☐ Acknowledges statements of other persons: nod, smile, facial expression
 - ☐ Add comments, ask questions related to topic.
 - ☐ Take turns in talking.
 - ☐ Use closing comments to end conversation in style.



Visuals to assist with Lunch Bunch



EBP: Social Narratives (SN)

State Capital Tour Rules

1. Stay by Miss Barbi
2. Listen to the tour guide
3. Very quiet voice
4. Quiet walking
5. Quiet hands
6. Do Not touch door knobs

Social Narratives clarified expectations for all transitions:

- Classroom transitions
- Field trips
- Vacations

EBP: Social Narratives (SN)

Polite Opening Presents Rules

1. Look to see who it is To.
2. Look to see who it is From
3. Open the present.
4. Look at your present.
5. Look at the person who gave you the present and say "Thank You."
6. Open your next present and follow your polite rules.

Happy Birthday
Ethan

My Deodorant Story

When you get hot your underarms sweat.

This can make a stinky smell.

Make the smell go away by washing or having a shower every day.

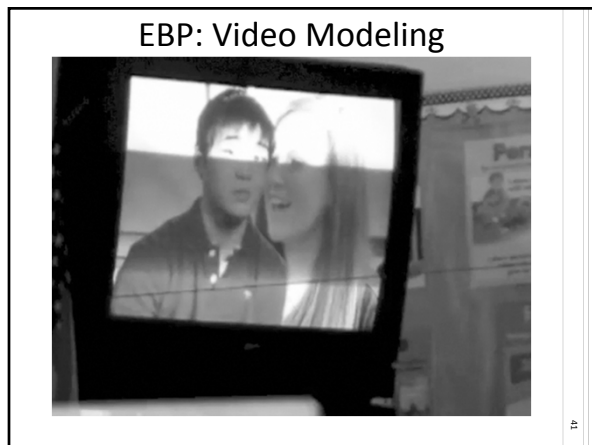
When your armpits are clean and dry, you can put on deodorant.

spray can roll-on or solid stick?

What kind do you like?

Your friends will think you're really swell when you have armpits that don't smell.





nsttac National Secondary Transition Technical Assistance Center
In-School Predictors by Post-School Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
•Career Awareness	X	X	
•Community Experiences		X	
•Exit Exam Requirements/High School Diploma Status		X	
•Inclusion in General Education	X	X	X
•Interagency Collaboration	X	X	
•Occupational Courses	X	X	
•Paid Employment/Work Experience	X	X	X
•Parental Involvement		X	

IDEA's
mWeek

nsttac National Secondary Transition Technical Assistance Center

In-School Predictors by Post-School Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
•Program of Study		X	
•Self-Advocacy/Self-Determination	X	X	
•Self-Care/Independent Living	X	X	X
•Social Skills	X	X	
•Student Support	X	X	X
•Transition Program	X	X	
•Vocational Education	X	X	
•Work Study		X	

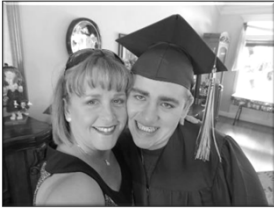
Self-Determination: Senior Year

- Choice-making skills
- Decision- making skills
- Goal setting
- Self-Advocacy and leadership skills
- Self Management and Self-Regulation




Self Disclosure

- Family decision to teaching Ethan about Autism early
- Ethan's ASD was disclosed to:
 - Adults to understand, support and teach
 - Peers to appreciate his strengths and challenges
- Annually ASD awareness activities were held from elementary to high school
 - Peers, Educators and administrators participated
 - Ethan participated in the activities and learned more about himself including
 - How to advocate for his needs
 - Ask for the accommodations he needed to be successful.



Involving Parents


- ✓ Inform and involve the parent in the plan to implement EBPs
- ✓ Explain the rationale for active student and parent involvement
- ✓ Explain the plan and steps leading up to implementation
- ✓ Explain importance of use of EBP in all settings, leading to generalization of skills




46

Using EBP's prepared Ethan to lead his own IEP and complete these steps:

- Developing the list of participants
- Send out invitations
- Created the agenda.
- Created IEP "meeting rules".
- Chair the meeting by following an agenda with:
 - Introductions
 - Discussing his strengths, hopes for the future
 - Supports/accommodations he needed
 - Listing special interests and preferences



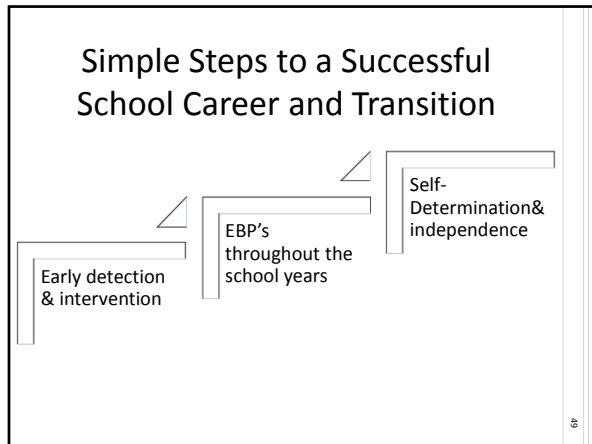
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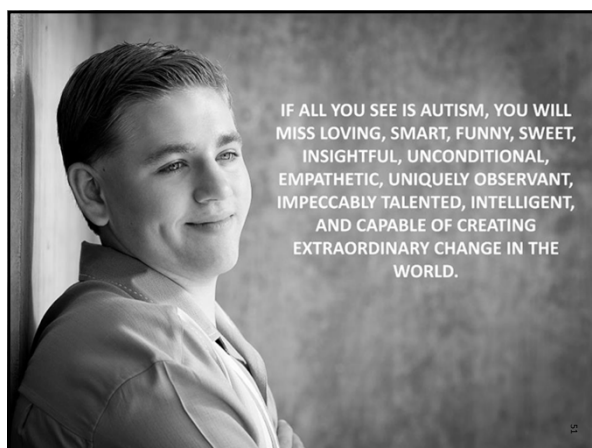
Ethan's Outcomes Post Graduation Using EBP's

- ❖ Sense of control, independence, and responsibility
- ❖ Knowledge of his rights, responsibilities, and accommodations
- ❖ Self-confidence and advocacy skills
- ❖ Positive interactions with peers in all settings and stages of life
- ❖ Self disclosure and awareness
- ❖ Empowerment throughout life!

48







Resources: Web Based

- The National Professional Development Center on Autism Spectrum Disorders.
<http://autismpdc.fpg.unc.edu>
- National Dissemination Center for Children with Disabilities. <http://nichcy.org/disability/specific/autism>
- California Autism Professional Training and Information Network: <http://www.captain.ca.gov>
- Centers for Disease Control and Prevention.
<http://www.cdc.gov/ncbddd/autism/treatment.html>
- Autism and Behavior Training Associates.
<http://www.autismandbehavior.com/about.htm>

52
